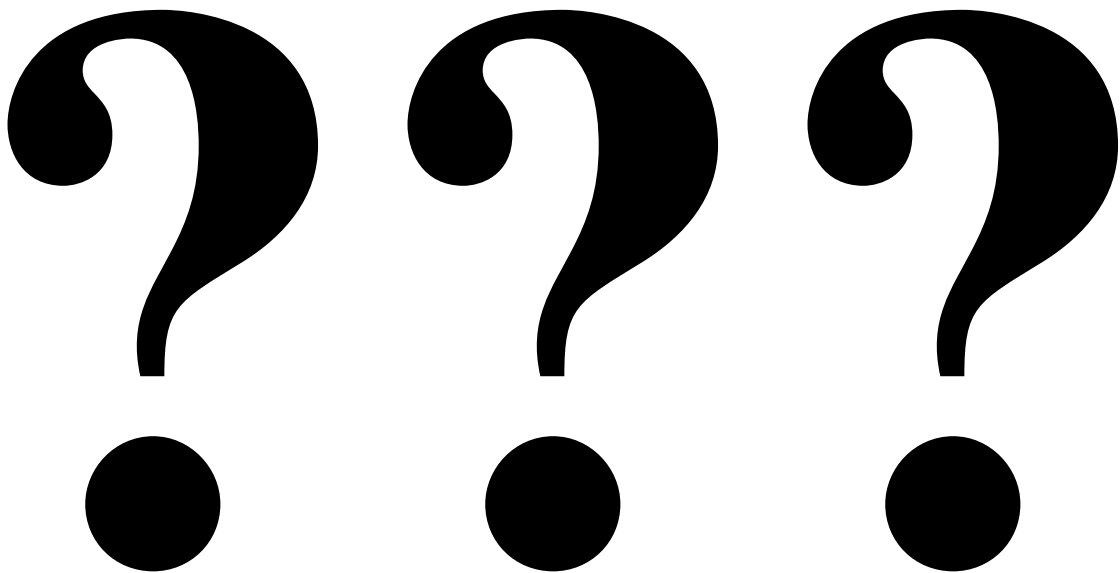


Module 3:
“What Do I Have to Do?”



THE SPOUSE EMPLOYMENT ASSISTANCE PROGRAM

SPOUSE CAREER/LIFE COURSE – MODULE 3

TRAINING OUTCOME

Participants will pull together all their personal information generated in the previous two modules and identify how they can move from their current situation towards their career plan. Participants will also take a realistic look at those factors supporting them and any potential challenges that will impede their progress. Participants will complete an Individual Career Life Plan (ICLP), to help identify the specific steps and goals they need to achieve in order to live out their plan. Participants will also learn about local educational opportunities.

ESTIMATED TIME

2 hours 30 minutes

AGENDA

- Introduction
- Opportunities and Challenges
- **Ex:** Opportunities and Challenges
- Education Brief
- Individual Career Life Plan (ICLP)
- **Ex:** My ICLP
- ICLP Resources
- FSC Briefing
- Summary
- Evaluation

PARTICIPANT MATERIALS

- Participant Guide

TRAINING AIDS

- Overheads 1 through 13
- Pre-prepared chart (See Preparation Notes to the Instructor)

EQUIPMENT AND SUPPLIES

- Overhead projector
- Easel, Chart paper, Tape, and Markers

PREPARATION NOTES TO THE INSTRUCTOR

1. Set up room by arranging the furniture in an appropriate manner.
2. Hang the Career Plan chart in the room. Prepare to discuss Career Plan and the link to this module.
3. Prepare a chart listing the agenda.
4. During this Module, participants will be discussing opportunities and challenges. This is a very important discussion, which needs to be fully explained. Be prepared to discuss the local resources available to help them to overcome some challenges.
5. If possible, invite a representative from your Navy College office as a guest speaker to discuss the education information and services available to spouses through the Navy College office. The representative will have 20 minutes for his or her presentation, followed by a 5-minute question and answer session. Encourage the representative to bring along written materials (e.g., brochures on services provided, off-base educational resources) to distribute to spouses.

Note: If Navy College is not available to spouses in your area, then the instructor will make this presentation and have local education/training material available.

6. If possible, produce a poster-sized blank ICLP to complete during exercise 2.
7. Include a break about 1 hour 15 minutes in the presentation.
8. Display Overhead 1 prior to the start of class.

MODULE 3: WHAT DO I HAVE TO DO?



1

INTRODUCTION (5 MINUTES)

Welcome participants to the training:

- Review logistics, e.g., breaks, bathrooms, and drink machines.

Set up boundaries for confidentiality sake.

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2

- Briefly state contents of the Module; review agenda.
 - Pull all information together to identify how to move from current situation towards your career plan.

State Objectives:

At the end of this Module, you'll be able to:

- Identify opportunities and challenges between your plan and your current situation, through the use of your Career Plan and Match.
 - Develop an Individual Career Life Plan (ICLP) to assist you in meeting your professional and personal goals.

Page 32 - Participant Guide *Instructor Aid 1*



Career Plan link to Module:

Instructor Note: Refer to Career Plan wall chart.

- To achieve success you must have a Career Plan. This section will help you develop your goals into a plan and create concrete steps to achieve your goals.
- As you follow your plan in the future, be sure to adjust it as new information becomes available and as you alter your goals.

OPPORTUNITIES AND CHALLENGES (5 MINUTES)

Discuss awareness of opportunities and challenges when making changes in life.

- Define opportunities: Factors in our life that will support your change. They may be your education, family, luck, and opportunities.
- Define challenges: Factors that could prevent or slow down your change. They may be your lack of training, family circumstances, outdated ideas, and the need to become knowledgeable in a new area.



3

Describe opportunities and challenges as two opposing forces affecting your plan. The secret to achieving that plan is to accept those opportunities, i.e., tap into your supporting factors, and reduce the challenges.

If you have any chance of achieving your plan, it is vitally important that you take a step back and realistically identify which factors support and which hinder you.

EXERCISE 1: OPPORTUNITIES AND CHALLENGES

(20 MINUTES)

Introduce exercise:

- A way to identify your own immediate and long-term opportunities and challenges.
- Use real issues that you can start addressing in this exercise and throughout the course.



4

Pages 33 and 34 - Participant Guide Instructor Aid 2

Conduct exercise:

1. Break participants into small groups of about five people each.
2. Each group will brainstorm and chart their responses.
3. Opportunities: Have participants brainstorm all the positive factors which exist or can be tapped into immediately and over the long term to support their change.

If helpful, participants can review their Plan, their most suitable occupations, and their Matches. Immediate opportunities may be FSC, SEAP, etc. Long-term opportunities may be your family, education, etc.

4. Have them identify ways they can utilize these opportunities.
5. Challenges: Have participants identify any gaps between their current situation and their ideal, and any immediate or long-term factors which exist that will inhibit or prevent their change. Let them know that if they don't want to share with class, they may write it on their own sheet.

If helpful, participants can review their Plan from Module 1, their most suitable occupations, and their Matches from Module 2. Immediate challenges may be child care, no car. Long-term challenges may be lack of certain skills, financial circumstances, etc.

Provide an example of turning challenge into opportunity:

Example:

Tonya has the plan of having her own business, this way when her husband, Mike, is transferred, she can still work, just from another location. What Tonya realizes is that she doesn't have the experience or schooling necessary to open her own business, hire the right people, or manage the books. They don't have money or a car for her to go to get to school, so her situation is beginning to look hopeless. She talks to Mike's mother about their situation, and gets the name and number of someone who has her own business. Tonya calls and the gentleman agrees to be a mentor for Tonya, so she can learn the essentials of owning and running her own business.

6. Have them identify ways they can overcome their challenges.
7. Tell them they have 15 minutes to complete this exercise.
8. Go around the room helping those who need assistance.



Discuss exercise:

Instructor Note: *Ask the small groups the questions below, one at a time. Record responses for each on chart paper. Identify any emerging trends and encourage ideas from others on how to best*

Ask the groups: “What factors will support you in achieving your plan?” “How can you utilize them for your own benefit?”

Ask the groups: “What might prevent or slow you down from achieving your plan?” “How can you overcome them?”

Inform them of some of the local resources available to them.



5

State even though the discussion moved from the plan, to the realist, to the critic state, it is important to constantly focus on their plan.

Provide an example of how focusing plans, in spite of challenges, plans can be achieved.

Example:

After living in the same home for three years, Keith has been assigned to a new location. Keith's spouse, Renee, is in school and runs her own business out of their home. Although they hear the people are great, Renee and Keith have not heard many good things about their new city. Determined to make the transition smoothly, they decide to be proactive and find out what resources are available to them by going to the local library and searching the Small Business Administration (SBA) on the Internet and locate license and workshop information. They also go to the Family Services Center (FSC) and take workshops on relocating to a new area and receive Welcome Aboard packets. Feeling more confident, they will look forward to their new location and make a successful relocation.

Summarize section:

- Many of the challenges faced in achieving your plans are created in your minds. Challenges can be overcome by cultivating a positive attitude, focusing on what you want, and having specific goals to help you achieve your plans. Identifying these goals will be the focus of the next section of this Module.

EDUCATION CENTER BRIEF (25 MINUTES)

Introduce guest speaker from Navy College office, if available, or provide the brief yourself.

INDIVIDUAL CAREER LIFE PLAN (ICLP) (10 MINUTES)



6

Define and state the purpose of the ICLP:

- Spouses' business plan for Career Plan. Putting all the pieces together and translating your plans into attainable goals, assess your strengths, and determine where you can best contribute and grow.
- In your ICLP, you'll outline how you'll achieve your educational, training, and employment objectives, as well as your personal objectives.

Emphasize that the ICLP is a living document that can be modified at any time. It will be constantly updated during this course and after, as you learn more about yourself and the opportunities available to you.

State the benefits gained through developing an ICLP. It will help you:

- Take control of your life.
- Gain a sense of direction.
- Focus a career objective, and identify steps and timelines toward achieving that objective.
- Identify opportunities for personal and professional growth.



7

EXERCISE 2: MY ICLP (40 MINUTES)

Introduce exercise:

Pages 35 and 36 - Participant Guide - Fill in the Blank
Instructor Aid 3

Your ICLP will:

- Be your map for the journey that you're about to begin.
- State the difference between short range goals—to be completed within 1 year and long range goals—to be completed within 5 years.
- Participants will have the chance to complete an ICLP for both short and long range goals.

Conduct exercise:

Page 37 - Participant Guide
Instructor Aid 4



8

1. Reaffirm the purpose of the exercise.
2. Discuss completed ICLP and explain to participants what information should be entered in each part of the ICLP.
3. Answer any participants' questions.
4. Inform them that they have 30 minutes to complete this exercise, and that you will be here to answer any questions as they work their way through their ICLP.
5. Walk around the room helping those that require assistance.



9

Facilitate discussion:

State that during the course, it may be appropriate for some participants to modify their goals. If there is no way that a participant can achieve his or her plan based on their current situation, you'll need to help them modify their goals. One main reason for modifying a goal is the presence of factors, which are beyond their personal control.

Ask for one volunteer to share ICLP in the large group.

Discuss in large group.

Ask for questions.

Instructor Note: *If possible, complete the blank ICLP poster with a volunteer's information. Discuss the ICLP in the large group. Answer questions from participants.*



10

OPTIONS FOR ACHIEVING AN ICLP (5 MINUTES)

List variety of options for achieving ICLP.

- Working for a company
- Volunteerism
- Entrepreneurship
- Temporary Jobs
- Education

State that other Modules of this training course will focus on the world of work and different kinds of mobile career opportunities.

FSC BRIEF (15 MINUTES)

Brief on FSC resources.



11, 12

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Instructor Aid 5

Ask if participants have questions.



13

SUMMARY (15 MINUTES)

In this Module you:

- Identified your opportunities and challenges, based on your personal assessments.
- Reviewed the purpose and benefits of the ICLP.
- Developed your ICLP to assist you in meeting your professional and personal goals.

Instructor Note: Refer to Career Plan chart during summary.

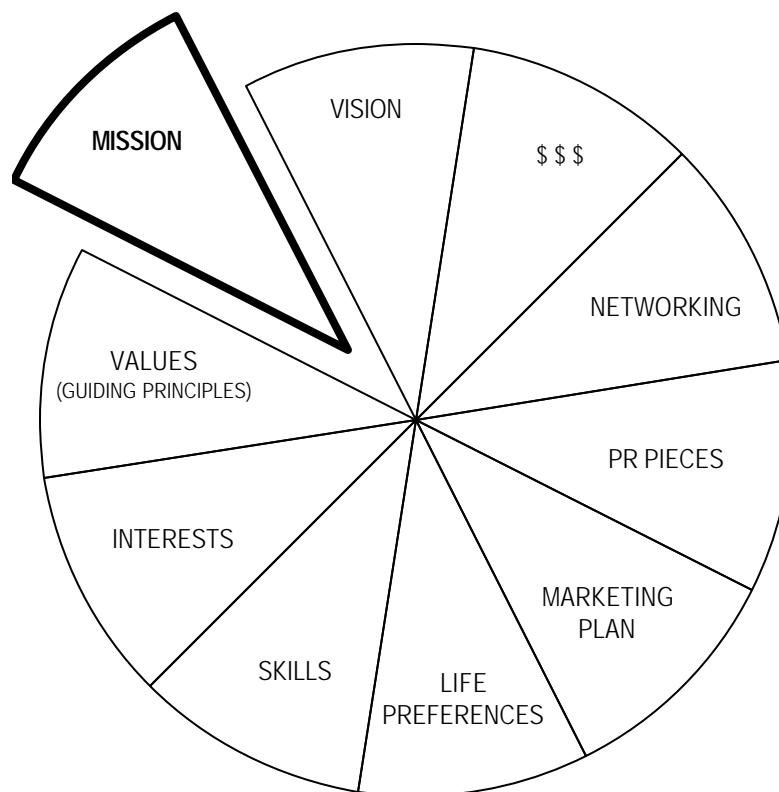
As for Career Plan, you have further defined yourself in terms of vision, mission, values, skills, preferences, and interests.

Review learning:

Instructor Note: Ask what the key learning points from this module were.

Ask participants to complete an evaluation of the module located in the Participant Guide.

Career Plan



To achieve success you must have a Career Plan. This section will help you develop your goals into a plan and create concrete steps to achieve your goals. As you follow your plan in the future, be sure to adjust it as new information becomes available and as you alter your goals.

Opportunities and Challenges Worksheet

Opportunities = Factors in our life that will support your change. They may be your education, family, luck, and opportunities.

1) Think of all the factors in your life that support change. Try and identify your:

a) Immediate Opportunities:

b) Long-term Opportunities:

c) How can you fully utilize them?

Opportunities and Challenges Worksheet

Challenges = Factors that could prevent or slow down your change. They may be your lack of training, family circumstances, outdated ideas, need to become knowledgeable in a new area.

1) Think of all the factors in your life that may slow down or prevent your change. Try and identify your:

a) Immediate Challenges:

b) Long-term Challenges:

c) How could you overcome them?

Individual Career Life Plan

Short Range Plan (within 1 year)

Brief statement describing your short range goal:		Targeted completion date:
Step 1: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 2: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 3: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 4: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Measure of progress: (How will I know when I am making progress toward completing my goal?)		
Review dates: (When will I review my progress toward the achievement of my objective?)		
Challenges: (What might interfere with my taking action or achieving my objective, and how can I deal with these challenges?)		
Sources of help: (Who or what will assist me in taking action and achieving my objective?)		
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Individual Career Life Plan

Long Range Plan (5 years)

Brief statement describing your short range goal:		Targeted completion date:
Step 1: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 2: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 3: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Step 4: (knowledge, skill or ability needed to meet your goal)	Formal Training: (Course title, location, dates)	Alternate Training: (OJT, self-study, correspondence courses)
Measure of progress: (How will I know when I am making progress toward completing my goal?)		
Review dates: (When will I review my progress toward the achievement of my objective?)		
Challenges: (What might interfere with my taking action or achieving my objective, and how can I deal with these challenges?)		
Sources of help: (Who or what will assist me in taking action and achieving my objective?)		
<div style="border-top: 1px solid black; width: 100%;"></div> Signature/Date		<div style="border-top: 1px solid black; width: 100%;"></div> Instructor Signature/Date

Sample ICLP

Brief statement describing your short range goal: To get a job doing secretarial work.		Targeted completion date: 4 months from now
Step 1: (knowledge, skill or ability needed to meet your goal) Project management	Formal Training: (Course title, location, dates) Project management Skills; Washington, DC, April 14, 19XX	Alternate Training: (OJT, self-study, correspondence courses) Self study, OJT
Step 2: (knowledge, skill or ability needed to meet your goal) Taking minutes	Formal Training: (Course title, location, dates) None	Alternate Training: (OJT, self-study, correspondence courses) Self study
Step 3: (knowledge, skill or ability needed to meet your goal) Filing	Formal Training: (Course title, location, dates) None	Alternate Training: (OJT, self-study, correspondence courses) OJT (at home)
Step 4: (knowledge, skill or ability needed to meet your goal) People skills	Formal Training: (Course title, location, dates) None	Alternate Training: (OJT, self-study, correspondence courses) OJT, self study
Measure of progress: (How will I know when I am making progress toward completing my goal?) Sending out applications		
Review dates: (When will I review my progress toward the achievement of my objective?) Every three weeks		
Challenges: (What might interfere with my taking action or achieving my objective, and how can I deal with these challenges?) Job Transfers due to spouse's career. Complete this task before my spouse is transferred.		
Sources of help: (Who or what will assist me in taking action and achieving my objective?) Encouragement from my spouse, resources at the FSC, talking to others who have been in similar situations.		
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Signature/Date		Instructor Signature/Date

Available Family Service Center Resources

- Information and referral
- Individual, marital, family, and group counseling
- Mobilization and deployment support /ombudsman
- Relocation Assistance Program (RAP)
- Outreach/command representative program
- Family Advocacy Program (FAP)
- Exceptional Family Member Program (EFM)
- Spouse Employment Assistance Program (SEAP)
- Transition Assistance Management Program (TAMP)
- Personal Financial Management (PFM)
- Volunteer program
- Crisis response support (repatriation)
- New parent support
- Life skills education
- Sexual assault victim intervention

